

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

CLINTON (042124) - HENRY ELEM. (4070)

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The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Annual Title I meeting comprised of administrators, parents and teachers, including Dr. Jamie Burkhart, Assistant Superintendent, Mrs. Sherri Swope, Principal, Mr. Jake Kenney, Assistant Principal, Denise Craig, Title I Teacher, Tammy Crowley, Title I Teacher, Mindy Steinbach, Title I Teacher, Trista Himes, Parent, and Sarah Lankford, Parent. The team meets annually at a minimum to evaluate the program and set new goals. The team may also meet mid-year to review the Title budget and discuss progress on goals.

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:
Student achievement data that clearly identifies areas of low achievement;
LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and
The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

Strengths - increased parent involvement, increase of instructional resources, increase of focused professional development, academic growth as measured by STAR.
Needs - continue implementation of Singapore Math approach to upper elementary, continue to support collaboration time for teachers (weekly), continue to provide data team meeting times (minimum once per month), common RTI time building-wide, continued focused professional development (best practice instructional strategies and interventions, education technology and how this supports Missouri Learning Standards and student engagement, new MLS understanding and alignment, college and career readiness skills), education technology to support instruction (iPads, laptops, clickers, and other educational technology resources), instructional resources (Singapore Math, Journeys Reading, supplemental math and reading resources)

3. **II. Schoolwide reform strategies**

Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program
List the evidence-based practices that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

- Schoolwide Positive Behavior Support. Date of implementation

August 2013

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

SW-RTI. Tier 1 interventions are during classroom instruction. Tier 2 interventions for students identified by multiple measures of assessments. Progress monitored students will move in and out of RTI groups based on need and performance. RTI data team meetings will meet monthly at a minimum.

- Other: List planned intervention(s) and briefly describe.

Reading - Comprehension, Fluency, Vocabulary, Phonics, Phonemic Awareness
Math - Number sense, computation.
Interventions based on results of screeners and progress monitoring.

4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

MAP, STAR Reading, STAR Math, text based summative and formative assessments, teacher created common formative assessments, DRA

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5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

- extended school year
- before-and after-school tutoring
- summer programs and opportunities
- other:

Building-wide RTI protected time

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6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –
- (aa) counseling, pupil services, and mentoring services
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
 - (cc) integration of vocational and technical education programs.

Needs of all students will be addressed through the following:
Counseling, social groups, social worker checking on attendance and behaviors and holding meetings, as necessary, DARE, SW-PBS, technology based learning, cadet teachers, schoolwide Title services, building-wide RTI, family nights, Bright Futures partnerships, parent volunteers

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7. Address the assessment measures the school will use to determine if student needs are met.

Multiple measures will be used to determine if student needs are met. Measures could include screening results, STAR, text based assessments, DRAs, and common formative assessments. Grade level equivalency will be used to determine progress using STAR, DRA levels will be used to determine reading progress. Improvements on common formative/common summative assessments as well as text-based assessments and other screeners will be graphed to determine adequate progress. Multiple measures will be used to track student needs, student progress and ensure intervention goals and student needs are met.

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8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

Teachers actively participate in decisions regarding the achievement of individual students and the overall instructional program. Teachers participate in building-wide inservices, weekly collaboration sessions, district inservices, data teams, RTI Team. Assessment data will be drilled down to student and skill levels to identify skill deficiencies and to review curriculum gaps. Teachers will have discussions regarding student skill deficiencies and content area curriculum issues in order to create curriculum and intervention plans for individual students and the overall instructional program.

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9. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Title teachers used as CWC services and pull-out services and acting as literacy coaches to staff, building-wide RTI, data team, RTI Team, weekly collaboration time.

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10. Individual student MAP results will be provided in a language parents can understand through:

- A translated version or by a translator
- Parent-teacher conferences
- Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

Letter with results and explanation of results sent home annually.

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11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- Teachers are highly qualified with documentation on file
- Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- Other:

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12. How will federal funds be used to help teachers meet the highly qualified requirements?

- The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- Other:

PDC provides resources to assist teachers to become Highly Qualified.

13. **IV. Professional development**

Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

Professional development is focused using CSIP. This includes building PD, district PD, professional development plans, curriculum PD, vertical teaming PD, out of district PD, parent nights.
Specific professional development focus areas:
Using technology to support new Missouri Learning Standards and student engagement (Fall 2016 and ongoing)
New MLS curriculum alignment (beginning Fall 2016 and addressed by content areas each quarter)
Understanding MLS (Fall 2016 and ongoing)
Response to Intervention strategies and structures (Fall 2016 and ongoing)
Best practices/Research based instruction (Fall 2016 and ongoing)
Dates determined by need and availability of PD opportunities

14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

Recruitment of teachers who are highly qualified in their grade level and content areas. The district provides a competitive salary schedule and benefits, assigns mentors for two years for new teachers, and provides professional development for its teachers to ensure all teachers are highly qualified. The district PDC provides numerous professional development opportunities and information regarding Praxis/Content Assessment, etc., in order to ensure staff members are highly qualified.

15. **V. Parent involvement**

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)

- Parents are involved in planning activities
- Parents are involved in implementing and evaluating activities
- Parents are involved in school decisions
- Parents are provided with meetings and notifications concerning student progress
- Other steps the building will use:

16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

NCLB/ESSA - including Title Programs, MPP, Special Education, 504 services, Bright Futures, Creative Kids (local), RPDC. Federal Programs and Special Services Programs will meet to ensure compliance and discuss process, procedures, and budgets that ensure student, family and community needs are addressed and/or met. Creative Kids is a program through a community church that works with students on social skills, curricular interventions, archery, cooking, and other extracurricular opportunities to create school-community bonds/ties. Clinton Schools is now partnering with Bright Futures. This program provides opportunities to streamline federal, state and local services and resources in order to ensure student and community needs are addressed and/or met. Bright Futures involves school district administrators, teachers, social workers, guidance counselors, faith based organizations, business organizations, local, county and state resources (like DFS, juvenile office, Pathways, etc.) parents and community members.

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17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

Plan is made available during Parent Nights/Annual Parent Meeting and will be placed on the website.

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18. **VI. Preschool Transition**
Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

Kindergarten Round-Up and Kindergarten screenings occur in the spring to assist with transition. Kindergarten teachers and administrators work with local preschool programs, Head Start, and other early childhood programs and daycares to ensure students are screened for kindergarten. Clinton Schools has MPP Cardinal Preschool program which works directly with students, parents and families on transition. PAT also works with families for transition.

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19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

- The preschool will not be included as part of the Schoolwide Program.
- The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.

Preschool curriculum is to teach students to be more prepared for kindergarten and new MLS skills and rigor. Any resources available to the elementary building are also available for the Cardinal Preschool program to ensure consistency, solid scope and sequence, and ease transition into kindergarten and the elementary.